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ABSTRACT

Developments in education, employment, and the courts concerning the status of women are covered in these newsletter issues. An article entitled "High Court Slows Women's Progress" by Bernice R. Sandler presents arguments that the U.S. Supreme Court undermined legal protection against sex discrimination in educational institutions. News items include the following topics: job differences between male and female deans, reauthorization of the Women's Educational Equity Act, campus rape, recruiting and retaining women in math and science, career patterns and employment practices for female faculty and administrators, recent lawsuits testing the comparable worth issue of male and female employees and their earnings, college enrollment rates of males and females, a sexual harassment suit against a law school, employment of black women, minority women in athletics, integrating women's studies into the curriculum, resources on women in international development, a bibliography on women librarians, data on women and politics, a bibliography on women in management, and Jewish women's studies. (SW)

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PROJECT ON THE STATUS AND EDUCATION OF WOMEN

ON CAMPUS WITH WOMEN. Fall 1984 (and) Winter 1985.

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Project on the Status and Education of WOMEN

ON CAMPUS WITH WOMEN

Vol. 14, No. 2 • Fall 1984

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WORKING IN ACADEME

Women Administrators: Recommended But Not Accepted

A national study of the recommendations of search committees for dean and department chair positions found that while the committees have been very supportive of women and minority candidates, administrators have often failed to hire such candidates when they are recommended. The study, done by Betty Fulton, professor of economics and academic administrative associate at SOUTHEAST MISSOURI STATE UNIVERSITY, reviewed 180 searches involving over 10,000 applicants. Women were recommended in 72 (40%) of the total searches, and were chosen in 31 (17.2%) of the completed searches. Minorities were recommended in 50 (27.8%) of the total searches, and were chosen in 19 (10.6%) of the completed searches.

Fulton concluded that "unless the assumption can be made that minorities and women interviewed and recommended are unqualified, college and university administrators responsible for appointments must shoulder the responsibility for failing to increase the percentage of blacks, other minorities, and women in higher education administration." The study appeared in the Fall 1983 issue of the *Journal* of the National Association for Women Deans, Admin strators and Counselors. Individual copies of the Fall issue of the *Journal* are available for $6.00 plus $1.50 postage and handling from NAWDAC, 1325 18th St., NW, Suite 210, Washington, DC 20036.

Are There Job Differences Between Male and Female Deans?

A new study by the Council of Graduate Schools' (CGS) Committee on Women, determined that there are not many job-related differences between the sexes. Male and female deans were similar in terms of age, field of study, previous experience, number of professional staff and job responsibilities. However, there are far fewer female deans than would be expected given the number of women in higher education. Only 11 percent of deans (42 of 377) in CGS member institutions are female, a figure which should be closer to 25 percent of the deans, the report said.

One difference between the sexes noted in the study is one of attitude: male deans viewed themselves as having more authority in six of the eight job duties listed than did the female deans. The study also noted that the vast majority of the deans' professional staff are male, possibly making it difficult for women who would wish to gain administrative experience leading to a deanship.

For a copy of the report, "A Study of the Graduate Deanship: Does Gender Make a Difference?" write to CGS, 1 Dupont Circle, NW, Suite 430, Washington, DC 20036.

Taking a Look at Women Faculty at Yale . . .

A *Report of the Faculty of Arts and Sciences Advisory Committee on the Education of Women* from April 1984 documents the status of faculty women at YALE UNIVERSITY (CT) and examines the "discouraging loss of momentum since 1978." Since 1979 the number of tenured women on the Faculty of Arts and Sciences has increased by one, though the tenured faculty as a whole has increased by 17. Between 1968, when Yale went co-educational, and 1978, tenured women in Arts and Sciences increased in number from 2 to 14, an impressive gain proportionately but still a small absolute total. The report focuses on retaining women scholars at Yale; affirmative action planning and commitments; and new strategies for the future including the need for family support programs and part-time options.

Over 30 recommendations deal with issues such as retention of tenured women faculty; centralized responsibility in the Provost's office for affirmative action activities; regular affirmative action reports from all departments (with special attention to be focused on departments whose level of staffing by women is judged to be inadequate); flexibility for maternity and parenthood leave; current needs assessment for day care and after-school child care needs.

The report and its recommendations were endorsed unanimously at a meeting of the joint faculties of Yale College and the Graduate School. A limited number of copies of the report are available for $5.00 each from Report Office, Dean Judith Berman Brandenburg, 1604 A Yale Station, New Haven, CT 06520.

. . . and at the Yale School of Medicine

The publication of the "First Annual Report Regarding the Full-Time Faculty at Yale School of Medicine" marks the first time in the history of the school that such a report has ever been compiled and made available to faculty women. Prepared by the Committee on the Status of Women, the report examines full-time ladder and research faculty by rank, sex and degree (M.D. and Ph.D.).

The information summarized for each category includes number, salary, age and years at rank. The results show that in the ladder faculty, the higher faculty ranks (full and associate professor) are characterized by a smaller percentage of women. In the research faculty ranks (from research associate to senior research scientist), women tend to occupy approximately 30 percent of each rank. That is, the decrease in women as rank in-

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creases observed in the ladder faculty is not observed in the research faculty.

Although, as the report states, "the small sample sizes for women in the highest ranks severely limit(s) . . . statistical analysis," the report will be of great interest to both junior and senior women faculty. A similar report will be issued annually in March of each year. Copies of the report are available from K.D. Codish, Director, Office of Women in Medicine, Yale University School of Medicine, 333 Cedar St., New Haven, CT 06510.

Women Law Professors: Myths vs. Reality

Although many barriers to women in the law profession have been removed, others still remain. "What We Know, What We Think We Know, and What We Don't Know About Women Law Professors" examines a wide range of questions and data, challenging assumptions made about women law professors who comprise 14.7% of all full-time law faculty. The percentage of women faculty ranges widely (for example, 5.7% at COLUMBIA

(Continued on next page)

Viewpoint

HIGH COURT SLOWS WOMEN'S PROGRESS

By Bernice R. Sandler

(This article first appeared in *Newsday* July 6, 1984)

In February, the U.S. Supreme Court grievously undermined the legal protections against sex discrimination in educational institutions.

Title IX of the Education Amendments of 1972 prohibits sex discrimination in all federally assisted educational programs and activities. The law had been previously interpreted by both Democratic and Republican administrations as prohibiting discrimination throughout an *entire* institution if it received *any* federal dollars. Yet, concurring with the arguments of the Reagan administration, the court, in *Grove City College* vs. *Bell*, reversed more than a decade of progress by shrinking the coverage of Title IX to apply only to the *specific* school offices or programs receiving federal dollars.

The Office for Civil Rights at the Department of Education has already dropped at least 23 cases of campus sex discrimination as a result of the Grove City College decision, narrowed the scope of 18 cases and is reviewing the status of another 31 cases.

Title IX is the only federal law that prohibits discrimination against students on the basis of gender. Students may find some limited protection in those states that have enacted laws prohibiting sex discrimination in education or have a state equal rights amendment, but many of the state sex discrimination laws are not as comprehensive as Title IX—some do not even cover higher education—and many states lack the resources for strong enforcement. As for the equal protection clause of the Constitution, it has not always been interpreted to ensure equality for women; that is why Congress passed Title IX in the first place.

Only about 4 percent of the more than $13 billion colleges and universities annually receive from the federal government is earmarked for specific programs, such as remedial aid for the disadvantaged and some vocational education programs. Discrimination will be prohibited in these programs, but they affect a very small number of students.

The great bulk of federal aid is in the form of student financial aid and research grants and contracts. Since most campus activities do not receive direct federal assistance, Title IX will no longer apply to classes, programs, athletics, facilities, extracurricular activities, health insurance, housing and the like, except in the rare instances when federal dollars are involved.

Ironically, the Reagan administration, which has ostensibly sought to reduce paperwork, has markedly increased the paperwork burden for institutions in the wake of "winning" the Grove City decision, because the federal dollar must now be traced in order to establish whether Title IX applies to a particular instance of sex discrimination. Investigation of discrimination will involve questions such as: Which programs have federal funds? Whose salary is paid for with federal dollars? Which equipment and office furniture were paid for with federal funds? Not only will coverage differ at every institution, but to the extent that federally funded activities may vary from year to year, the coverage that students have within a particular institution will also vary from year to year.

Title IX brought about monumental changes. Admission quotas to professional and graduate schools have disappeared: Cornell University's School of Veterinary Medicine used to admit only two women per year; this past academic year women were 60 percent of the students. Women are no longer barred from particular classes: The University of Michigan formerly did not let women take a class in criminal justice that involved working with male offenders. Women athletes no longer have to hold bake sales or sell apples at football games, as they used to at the University of Michigan, to pay for their own travel, uniforms and equipment. Athletic scholarships are now available for women; there were none prior to Title IX.

Most of these changes came about not because of lawsuits or federal investigators; fewer than one percent of schools and colleges have ever seen a federal investigator questioning sex-discriminatory policies. Indeed not one penny of federal dollars has ever been taken away from any institution because of sex discrimination. In most cases institutions changed their ways because students, faculty and staff members had the means under Title IX to put pressure on them to do so.

The Grove City decision won't bring back the old days, but women's progress will be hampered. Universities are not likely to cut the women's athletic budget so severely that women gymnasts will have no athletic tape and be reduced to reusing the men's sweaty tape as they used to do at the University of Minnesota, but the fact that Title IX no longer applies to athletics, in most instances, is bound to affect the level of support for women's athletic programs.

Students who are sexually harassed will have little legal protection unless

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the harassment occurs in an office where the federal dollar is involved, because other federal antidiscrimination laws apply to employees only.

In areas no longer covered by Title IX, each campus can now make up its own definition of what constitutes discrimination, and rarely do institutions believe that they discriminate.

One institution was sued by its women athletes for numerous inequities, including sending women athletes on the road to sleep three in a bed while each male athlete had a bed to himself. This university, noting that its athletic program does not receive direct federal funding, has asked that the suit be dropped in light of the Supreme Court's decision.

The Grove City decision is another example of the need for a constitutional amendment to ensure women's rights. Without it, women are at the mercy of an unsympathetic administration and a Supreme Court that has taken away what Congress had mandated.

But the implications of Grove City go well beyond sex discrimination law. The language of Title IX is similar to that of other civil rights statutes prohibiting discrimination on the basis of race, color, national origin, handicap and age, and the court's decision is likely to be held to apply to these laws as well. The Justice Department has already stated that it will apply the Grove City College decision to the enforcement of other civil rights laws.

The House last week passed legislation to amend the various antidiscrimination laws to restore them to what they were prior to the Grove City decision. The Reagan administration opposes the bill, claiming that it would produce "staggering" enforcement costs and "intrusive federal activity."

Civil rights laws have been in effect for nearly 20 years, at first prohibiting discrimination on the basis of race, color and national origin, and later expanding to cover women, the handicapped and the aging. These laws have not unduly burdened our nation, but instead have dramatically improved the lives of millions of Americans, and given life to the promises in our Constitution.

Unless the Senate joins the House in passing legislation to undo the damage done by the court, sex discrimination in almost all areas of campus life will remain legal.

Without this legislation, all that women will be able to do in many instances is say "That's not nice" instead of "That's illegal." Women, as they did prior to 1972, will have to rely on moral suasion and "good will." Unfortunately, "good will" often diminishes when the law disappears; moral discussions are not nearly as effective in bringing about change as a law which clearly forbids discrimination in the first place.

[NY]: 25.3% at CASE-WESTERN [OH]). Women in 1982-83 were 38% of the first-year law students.

Women are more likely to be hired to teach less prestigious subjects and in nontenure-track positions: 54% of women hired in 1981-82 but only 28% of the men hired were in nontenure-track positions. Moreover, the percentage of women who were not promoted at all is larger than the percentage of men, while a larger percentage of men were promoted to full professor.

The article also discusses the recruitment and retention of women professors; evaluating women faculty; and how women's credentials and performance stack up to their male colleagues.

The 37-page article by Elyce H. Zenoff and Kathryn V. Lorio appeared in the *Arizona Law Review*, Vol. 25, No. 4, and can be obtained for $4.00 from The Law Review, College of Law, University of Arizona, Tucson, AZ 85721.

Academic Unemployment: Harder for Women

A recent book examines the current employment crisis in academia resulting from the unusually large numbers of graduate students in the late 1960's and early 1970's, and financial retrenchments of colleges and universities in the 1980's.

In *Terminal Degrees: The Job Crisis in Higher Education*, Emily K. Abel studies Ph.D.'s who have failed to secure tenure-track jobs and discusses their responses to unemployment, job-seeking, unfavorable tenure reviews, part-time teaching and career changes.

According to the author, the job crisis falls most heavily on women. Abel analyzes the ways in which men and women respond differently to job loss and also focuses on the cases of 20 women who filed charges of sex discrimination against universities and colleges.

Terminal Degrees is available for $24.95 plus postage and handling from Holt, Rinehart and Winston, 383 Madison Ave., New York, NY 10017, attention: Ordering Department.

Bibliography on Sex Discrimination Available

A *Bibliography on Sex Discrimination, Salary and Tenure in Higher Education Employment Practices* includes entries on discrimination, fringe benefits, sexual harassment, and women faculty, as well as some general articles on salaries and tenure. The 13-page bibliography is available free from the National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, CUNY, 17 Lexington Ave., Box 322, New York, NY 10010.

WOMEN IN SCIENCE

Recruiting and Retaining Women in Math and Science

Women and men often enter higher education with similar backgrounds in mathematics and science, yet far fewer women than men graduate with majors in the sciences. The attrition of females from mathematics and science begins in junior and senior high school and continues throughout the college experience. A Women in Science Program at the UNIVERSITY OF MICHIGAN was established in 1980 to encourage women to major and seek advanced degrees and careers in mathematics, science and technical fields. The program offers workshops and conferences, direct counseling and consultation, compilation and dissemination of resource materials, formation of a network of interested scientists, a visiting scientist lecture series, pre-college outreach activities and research on the factors that influence university women in the pursuit of scientific exchange. All of the activities emphasize information exchange, and active encouragement, and access to women role models in the sciences.

The program, based at a university but with activities that ex-

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tend to the public schools and community, can serve as a model for other institutions that seek ways to encourage more girls and women to pursue studies and careers in the sciences. For more information on the program, contact Barbara F. Sloat, Coordinator, Women in Science Program, Continuing Education of Women, University of Michigan, Ann Arbor, MI 48109.

Sex Bias in the Computer Classroom

"Sex Bias at the Computer Terminal—How Schools Program Girls" was published in June 1984 by the Project on Equal Education Rights (PEER). This publication, first in a series of computer equity reports by PEER, examines a wide range of computer equity issues such as unequal access, the gender gap in the computer classroom, computer literacy and the role of teachers in ending bias in the computerized classroom. Although the report is geared to elementary and secondary schools, it may be useful for teacher education programs and researchers concerned with computers in the classroom. Copies are available for $3.00 from PEER, 1413 K St., NW, 9th Floor, Washington, DC 20005.

Some Things Change, Some Things Don't: What Women Major In

Despite the fact that many women are still choosing fields traditionally dominated by women, the number of women majoring in engineering has increased dramatically in the last 15 years. In 1967, women were just 2 percent of first-year engineering majors, while in 1981 they were 17 percent, according to a study done by Lewis C. Solmon, assistant dean of the graduate school of education at the UNIVERSITY OF CALIFORNIA at Los Angeles and Joan A. Ruskus, a graduate student there. The study also noted that women made up 52 percent of the freshman business majors in 1981, an increase from 30 percent in 1967. Women were 84 percent of the freshman majors in language and literature in 1981, a decrease of three percent since 1967. Similarly, the percentage of women majoring in education dropped only five percentage points during the same 15-year period.

Visiting Professorships for Women in Science

The National Science Foundation has announced its 1985 Visiting Professorships for Women Program. The purpose of the program is to encourage women to develop their careers in science and engineering, and to provide greater visibility and wider opportunities for women in these fields. Awards are made to enable experienced women scientists and engineers from industry, government, and academia to serve as visiting professors at U.S. academic institutions. Proposals will compete for awards on the basis of the scientific merit of the proposed research and a specific plan for teaching, mentoring and counseling activities. For more information on eligibility and requirements, contact the Visiting Professorships for Women Program, NSF, Washington, DC 20550.

Gender More Significant Than Race in Science/Engineering Employment Rates

A National Science Foundation report, *Women and Minorities in Science and Engineering*, shows that, in rates of employment in science and engineering, *differences by race* are *less* than *differences by sex* within all racial groups. It would thus appear that gender is a more significant factor than race in employment of minority women in science and engineering fields. The data appeared in the March 1984 issue of *Manpower Comments*. *Women and Minorities in Science and Engineering* is available free from the National Science Foundation (NSF 84-300), Division of Science Resources Studies, Washington, DC 20550.

Women Science Students More Likely to Drop Out

Women tended to demand higher performance of themselves in science courses and were more likely than men to give up majoring in science, according to a HARVARD UNIVERSITY (MA) study of the class of 1983. The survey of 150 men and 150 women undergraduates with similar S.A.T. scores and academic backgrounds found that, although all students surveyed had originally planned to major in one of the sciences, only 50 percent of the women and 69 percent of the men actually did so. Women in the study were found to enjoy sciences classes less than men, and more often blamed themselves for difficulties in class work. The authors, Norma Ware, Nicole Steckler, and Jane Lesserman, suggest that the women, in order to minimize the possibility of failure in a situation where they feel at a disadvantage, may develop extremely high standards for themselves as a prerequisite for staying in science.

Where to Find Information on Women in Science

The Office of Opportunities in Science of the American Association for the Advancement of Science (AAAS) has updated and expanded its listing of women's science committees, organizations, and caucuses. The directory includes information about 55 women's science groups such as the names of officers and contact persons, addresses, membership and dues, publications, the group's current activities and its future plans. Single copies of the directory are available free by writing to the Office of Opportunities in Science, AAAS, 1776 Massachusetts Ave., NW, Suite 620 B, Washington, DC 20036.

IN THE COURTS

Put to the Test: Comparable Worth

The recent case based on the comparable worth issue, *American Federation of State, County and Municipal Employees (AFSCME)* v. *State of Washington*, in which a federal judge ordered the state to upgrade the salaries of its female workers, is setting a precedent for other cases being brought against higher education institutions.

The comparable worth theory holds that certain jobs, while not identical, may require similar levels of skill, effort, knowledge and/or responsibility, and therefore may be comparable in worth or value and should be compensated equally. In the Washington case, the worker's union argued, for instance, that the traditionally female-dominated job of secretary was equal in value to the largely male-dominated job of truck driver. Under the ruling, both these jobs require identical wages.

Recently filed lawsuits testing the comparable worth issue include:

- The UNIVERSITY OF MARYLAND has been charged with discriminating against its female employees. AFSCME has filed charges with the U.S. Equal Employment Opportunity Commission stating "predominately female positions are consistently paid at rates lower than predominately male jobs that require the same or less knowledge, skill and ability." The complaint also said that women who are 54 percent of the university's employees are only 28 percent of the

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faculty and only 1.3 percent of the "skilled craft" positions; 97 percent of the secretarial and clerical staff are women.

- AFSCME has filed a pay equity suit against Nassau County, New York charging that the county pays female workers, including college support staff, less than male employees for work of equal effort, skill and responsibility. Food service employees, secretaries and laborers in NASSAU COMMUNITY COLLEGE are among the workers covered by the suit.
- In *Park* v. *Oregon State Board of Education*, the comparable worth charge against the state involves over 2,000 female faculty members. The suit also seeks back pay for these professors from April 1978.
- *Weidenheimer* v. *University of Central Florida*, will test an arts professor's contention that she should receive wages equal to those earned by professors of engineering.

Nationally, the earnings gap between men and women faculty is about 20%. The National Academy of Sciences estimates that over half the gap is caused by discriminatory pay-setting practices.

Pension Case Not Retired Yet

The 2nd U.S. Circuit Court of Appeals upheld on May 21, 1984 a lower court ruling that the Teachers Insurance and Annuity Association—College Retirement Equities Fund (TIAA-CREF) must pay out sex-neutral benefits to all people who retired on or after May 1, 1980 [*Spirt* v. *TIAA-CREF*]. TIAA-CREF, the nation's largest pension fund serving 750,000 members at 3,600 colleges, universities, independent schools and educational organizations, had contested the retroactivity of unisex benefits and is planning to appeal the ruling to the U.S. Supreme Court. Unless the Supreme Court overturns it, this most recent ruling will require all pension benefits payable *after* May 1, 1980 to be sex-neutral, including those that result from contributions made before that date.

DOES SOMEONE ON YOUR CAMPUS NEED *ON CAMPUS WITH WOMEN?*

Help spread the word about educational equity for women by sending a gift subscription to your favorite campus president, dean, women's center, library, counseling program, recruitment and admissions office, etc. Your gift will ensure that your campus stays in touch with the important concerns of women in education.

The Project would be happy to send a gift card in your name (or anonymously, if you prefer).

What Will Happen to Private Women's Colleges

In light of two recent Supreme Court decisions, Janella Miller examines "The Future of Private Women's Colleges" *(Harvard Women's Law Journal*, Vol. 7, No. 1, Spring 1984). In the 1982 case, *Mississippi University for Women* v. *Hogan* (see *On Campus With Women*, Fall 1982, p. 5), the Supreme Court ruled that the all-female nursing school's admissions policy violated the Fourteenth Amendment equal protection clause by discriminating against men. The Supreme Court's 1983 decision in *Bob Jones University* v. *United States*, denying tax-exempt status to private schools that practice racial discrimination, poses another threat to private women's colleges: Could they lose their tax-exempt status if they don't admit men?

Miller's article examines these legal vulnerabilities of private women's colleges, focusing on how the Supreme Court may evaluate future claims of sex discrimination against a private women's college and on the inadequacy of traditional equal protection arguments in justifying women's colleges. Miller argues that the traditional approaches are inadequate in the context of single sex education. "A new method of analysis and new justifications for women's colleges will be necessary for them to survive without depending upon concepts and arguments which have been used *against* women in the past."

For a copy of the Spring 1984 *Harvard Women's Law Journal*, send $7.00 to Harvard Women's Law Journal, Harvard Law School, Cambridge, MA 02138.

ON THE CAMPUS

Frat Penalized for Party Gang Rape

Pi Lambda Phi fraternity and the UNIVERSITY OF FLORIDA have reached an agreement under which the fraternity will be put on probation for two years. In September 1983 six fraternity members allegedly sexually assaulted a 17-year-old female freshman. The university's efforts to discipline the students and the fraternity were delayed when the individuals and the chapter appealed the penalties under the provisions of the state's Administrative Procedures Act.

The June 1984 settlement prohibits Pi Lambda Phi from participating in some rushing activities and intra-mural athletic champsionships. The fraternity must also hire a live-in houseparent at its own expense. Hearings for the individual students have not yet been held.

Examining the Classroom for Bias

A practical guide designed to help combat sexist, racist and other discriminatory patterns in student-faculty communication has been published by the Speech Communication Association. *Removing Bias: Guidelines for Student-Faculty Communication* alerts faculty members to unconscious biases and helps in their elimination. The 61-page booklet presents examples of discriminatory attitudes and behaviors as well as ways in which a subject or statement could have been handled more sensitively. A sample questionnaire to gauge student perceptions of a professor's classroom demeanor is also provided. Copies of the booklet are $7.50 from the Speech Communication Association, 5105 Backlick Rd., Suite E, Annandale, VA 22003.

The Future Role of Women's Education

As part of a celebration of its 150th anniversary, STEPHENS COLLEGE (MO) held a symposium, "Women's Education: The Future," on February 15-18, 1983. In June 1984, the speeches and panel discussions, edited by Eleanor M. Bender, Bobbie Burk, and Nancy Walker, were published in book format.

The speeches and discussions revolved around the progress of women's education over 150 years, but more importantly, the place women's education should take in the future, and how educators of women can best serve their constituency. Participants were challenged to develop new ways of thinking about the education of women. Among the speakers was the Project's director, Bernice R. Sandler, who spoke on "Educating Women for Change: How to Grow 'Movers' and 'Shakers'." A copy of the sym-

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posium proceedings is available for $15.00 plus $1.00 postage from the James Madison Wood Research Institute for the Study of Women's Education, Stephens College, Columbia, MO 65215.

Keeping in Touch: University of California's Women's Centers

Representatives from women's centers on all UNIVERSITY OF CALIFORNIA campuses meet biannually to share information, discuss problems and develop strategies. Women's center staffs discuss topics such as dealing with campus administrations; how to maintain center morale; and how to counsel women students facing difficulties with life and career. The meetings are rotated among the different campuses.

Male and Female Dropout Rates Equal

Race, sex and income do not seem to play a role in influencing a student's decision to drop out of college, showed a College Board study, *Persistence in Higher Education.* "Contrary to past studies," reported researcher Thomas Hilton, "the patterns of attendance for . . . male and female students were, in general, quite similar, with the dropout rates . . . being between 16 and 17 percent." Few students were found to abandon higher education for a single reason, and few students dropped out for the same set of reasons, according to the study. Copies of the study are available at $4 from College Board Publications, Box 886, New York, NY 10101.

Guess Who's Going to College These Days?
. . . From the Census Bureau

More women than men now attend college, a sharp turnaround from a decade ago, according to a U.S. Census Bureau report issued in May 1984. In 1970, among students under 35, about 1.4 million more men than women were enrolled in college. By 1982, male and female enrollment had evened out at about 5 million each.

But among students age 35 and older, women have outnumbered men in college ever since data for this age group were first collected in 1972. When college students of all ages are considered, women outnumber men and have done so for the past four years.

Men, however, attend school full-time in greater proportion. About 74 percent of the 18 to 24 year-old men in college were full-time students in 1982, compared with 67 percent of the women. Copies of the report "Population Profiles of the United States: 1982," Series P-23, No. 130 are available free from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

. . . From the American Council on Education

An April 1984 report from the American Council on Education (ACE) describes changes in the college participation rates of dependent and independent students, Blacks and whites, males and females, and different income groups between the years 1969 and 1981. The report examines trends in college participation rates as evidence of how the nation is doing in improving educational opportunity. Some findings include:

- Total participation rates for 18 to 24 year-olds were slightly lower in 1981 than they were in 1969. In 1981, 33 percent of the 18 to 24 year-old population attended college. The rate was 35 percent in 1969.
- Female participation rates increased for both dependent and independent students. However, independent female students lagged behind male rates, and white dependent female student participation rates now exceed that of males in all reported income categories.
- Male participation rates dropped sharply (11 percent) over the period while female participation rates increased somewhat (5 percent). Despite this trend, males are still more likely to go to college than are females.

A copy of the full report, "Rates of College Participation in 1969, 1974, and 1981" are available free from ACE, Division of Policy Analysis and Research, One Dupont Circle, Washington, DC 20036.

Summer Institute for Third World Women Graduate Students

A *Summer Institute on Women and Development* is held annually at the UNIVERSITY OF WISCONSIN-Madison for students from Third World nations in Africa, Asia, and Latin America who are currently in U.S. graduate schools. Co-sponsored by the UW-Madison Women's Studies Research Center and the UW Land Tenure Center, the three-week institute examines problems faced by women in Third World countries. For further information, write to the Summer Institute on Women and Development, Women's Studies Research Center, 209 North Brooks St., Madison, WI 53715.

Career Help for Wives of Foreign Students

Many wives of male foreign students in the U.S. are women with careers of their own, but when they come here with their husbands they are prohibited from working by immigration regulations. The Center for Continuing Education of Women (CEW) of the UNIVERSITY OF MICHIGAN has created a new program to address the career development needs of these women. Nine women from nine different countries participated in the pilot project of CEW's Professional Development Program for Wives of Foreign Students from the Third World. The program provided participants with volunteer internships in their own fields of work as well as discussion/support group meetings at CEW. The women gained professional experience, made contacts for future involvement and gathered much information about their professions in the U.S. CEW will repeat the program in the Fall of 1984 in cooperation with campus and community groups that work with foreign students and their families. For more information, write to CEW, University of Michigan, 350 S. Thayer, Ann Arbor, MI 48109.

College Offers Widow Exchange

BRISTOL COMMUNITY COLLEGE (MA) offers a Widows Exchange Program under the auspices of the Continuing Education Department's Office of Community Services. This on-going program is an educational, social and recreational service for widows, and provides practical information for coping with widowhood. Regular meetings and events are scheduled. For more information contact the Continuing Education Dept., Bristol Community College, 777 Elsbree St., Falls River, MA 02720.

SEXUAL HARASSMENT

The Lecherous Professor

In *The Lecherous Professor, Sexual Harassment on Campus,* Billie Wright Dzeich and Linda Weiner examine sexual harassment—one of the most harmful and pervasive problems confronting higher education today. Drawing on in-depth interviews

(continued on p. 8)

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MINORITY WOMEN

The project gratefully acknowledges the support of FRW for making this section on minority women possible.

Newsletter Seeks Information on Minority and Women's Education

The new editor of *SIG: Research Focus on Black Education Newsletter* is seeking articles or abstracts for publication in the monthly newsletter, which is published under the auspices of the American Educational Research Association. Of particular interest is research relating to governmental or institutional appropriations for higher education, public policy and legislative support, administration of special programs and educational alternatives for minorities and women. Send materials for consideration to Dolores E. Cross, President, New York State Higher Education Services Corporation, Albany, NY 12255.

First Issue of *The Brown Papers* Focuses on Women of Color and Politics

The Brown Papers is a quarterly newsletter published by the National Institute for Women of Color. The first issue, "Moving Mountains Past, Present and Future, the Role of Women of Color in the American Political System," discusses the challenge to American Indian, Asian, Black and Hispanic women of participating in and influencing the upcoming national, state and local elections. The politics of race and sex is examined from a historical and social perspective by each group. Additionally, the issue includes a short bibliography.

Future issues of *The Brown Papers* will continue to examine issues and concerns of importance to women of color, raise awareness about problems and strategies and provide a forum for the exchange of ideas and views. Subscriptions to the quarterly newsletter are $15.00 from the National Institute for Women of Color, 1712 N St., NW, Washington, DC 20036. Other resources such as bibliographies and fact sheets about the several minority women's groups are available.

Bibliography on Native Curriculum Materials

Ohoyo Ikhana: A Bibliography of American Indian-Alaska Native Curriculum Materials contains over 1,200 entries for classroom, teacher resources, and audiovisual use. Although primarily aimed at elementary and secondary educators, the bibliography will be of value to teacher trainees and to others. Developed and written by Margaret Nelson and M. Fran Walton, the bibliography is available at $4 per copy from the Ohoyo Resource Center, P.O. Box 4073, Wichita Falls, TX 76308.

Resource Book Planned for Puerto Rican Women

Information about both written and audiovisual materials is sought for a resource book about Puerto Rican women, a project of the Women's Educational Equity Act Program. The resource book will be designed for use by education policymakers, development and teaching staffs, librarians, researchers, ethnic and women's studies programs and the general public. Contact Paquita Vivo or Carmen Delgado Votaw, 927 15th St., NW, Suite 512, Washington, DC 20005.

Bibliography on Latina Women in The Americas

"The Lives and Politics of Latinas in the United States: A Selective Bibliography" compiled by Catherine Loeb, is a partially annotated listing of general works on Latinas in the U.S. It includes sources of information on specific groups of Latinas—Chicanas, Cubanas, Puertorriquenas, and women from Central and South America, as well as statistical portraits, bibliographies and reviews of literature. The bibliography was compiled for a series of lectures and workshops on "Latina Women in the Americas" held in March 1984 and sponsored by the UNIVERSITY OF WISCONSIN-MADISON Women's Studies Program and the Ibero-American Studies Program. Singe copies of the bibliography are available at no charge from Women's Studies Librarian-at-Large, 112A Memorial Library, 728 State St., Madison, WI 53706.

The Culture of Southern Black Women

The Culture of Southern Black Women: Approaches and Materials is a curriculum guide produced by the Archive of American Minority Cultures and the Women Studies Program at the UNIVERSITY OF ALABAMA, and funded by a grant from the Fund for the Improvement of Postsecondary Education. Included are suggestions for approaches and materials on "Southern Black Female Identity," "Women's Roles in Afro-American Culture and Community," and "Cultural Expressions of Southern Black Women." Rounding out the guide are suggestions for student fieldwork, and a substantial list of resources (print, film/videotape, audiotape, etc.). The guide is available for $7.50 from the Project on the Culture of Southern Black Women, P.O. Box 1391, University, AL 35486.

Black Women Employed: Low on the Ladder

Employed Black women earn on the average about 80 percent of what white women earn, and face substantially more problems in the workforce. The Spring 1984 issue of *Research Report* published by WELLESLEY COLLEGE's (MA) Center for Research on Women summarizes a study, "In Crisis: Low-Income Black Employed Women in the U.S. Workplace," which analyzed data from the 1982 Bureau of Labor Statistics Current Population Survey for information about industry, hiring practices, wage patterns and family income of Black women. Center researchers, Bette Woody and Michelene Malson, found that low-income Black employed women are also confronted with substantially higher employment risks. Woody and Malson concluded, "[Black women's] situation is the result of continuing discrimination in hiring, discrimination in occupations within industry, unequal pay, involuntary part-time employment, and lack of workplace benefits." The study's findings are reported in detail in Center Working Paper No. 131, available for $5.50 from Wellesley College, Center for Research on Women, Wellesley, MA 02181.

A Call for Papers:
American Indian Women in Higher Education

The *Journal of the National Association for Women Deans, Administrators, and Counselors* is planning a special issue devoted to American Indian women in higher education. The issue will focus on the educational, personal, and career development of American Indian women students and also on the status of American Indian women professionals in education. Papers on any subject related to these themes are being sought for consideration in this special issue. For more information, contact Patricia A. Farrant, Ph.D., *Journal* Editor, NAWDAC, c/o The American College Testing Program, P.O. Box 168, 2201 North Dodge St., Iowa City, IA 52243.

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(continued from p. 6)

with students, faculty, deans and department heads at colleges and universities across the country, the book covers all aspects of the problem, including the characteristics of academia that contribute to harassment, what a typical sexual harasser is like, the effects on both male and female students, and the dilemmas faced by women faculty members. Dzeich and Weiner define sexual harassment and analyze the power differences between students and teachers. They debunk many of the commonly held myths about sexual harassment and its victims, and detail steps that students, parents, administrators and faculty can take to diminish the incidence of sexual harassment. *The Lecherous Professor* is available for $16.95 from Beacon Press, 25 Beacon St., Boston, MA 02108.

Minnesota Law School Settles Sexual Harassment Suit For $300,000

A $3 million sexual harassment suit brought by eight women employees against WILLIAM MITCHELL COLLEGE OF LAW (MN) and five other defendants, has been settled out of court for $300,000. (See *On Campus With Women*, Summer 1984, p. 3.) The suit, filed in March 1984, included claims that Dean Geoffrey W. Peters has sexually touched and made suggestive remarks to the women. He denied the accusations. Peters resigned his deanship in November 1983 and his tenured faculty position in March 1984. "In settling the case, the board of trustees recognizes that the plaintiffs asserted their claims of sexual harassment in good faith," the school said. "A learning and work environment free from sexual harassment is the goal of William Mitchell."

WOMEN'S SPORTS

Women's Sports Organization Loses Again

The U.S. Court of Appeals for the District of Columbia Circuit ruled in May 1984 that the National Collegiate Athletic Association (NCAA) did not violate antitrust laws by moving into women's intercollegiate athletics. The Association for Intercollegiate Athletics for Women (AIAW) had charged that they were forced to suspend operations in 1982 because the NCAA began offering women's championships and engaged in anticompetitive actions that induced member institutions to leave AIAW. The court's ruling generally upheld a decision by the U.S. District Court for the District of Columbia in 1983 which also found that AIAW had not presented sufficient evidence to prove its antitrust allegations. AIAW is discussing whether or not to pursue the case further.

Women's Sports Dollars Sidetracked

Money, earmarked for women's sports at the UNIVERSITY OF CENTRAL FLORIDA, went instead to the unviersity general account in 1981-82 and 1982-83, according to a report by the Florida Board of Regents. The report said the university had transferred money ($18,946 each year) earmarked for women's sports into an account which finances academic instruction.

The university violated a 1980 state law, the Women's Intercollegiate Equity Act, which required the university to spend 37 percent of its athletic budget on women's sports in those years. Instead, women's programs received 28 percent in 1981-82 and 24 percent in 1982-83. The board did not require the university to reimburse the women's programs, but ordered it to comply with state law in the future.

WOMEN'S STUDIES

Making the Integration of Women's Studies into the Curriculum a Reality

Toward a Balanced Curriculum, A Sourcebook for Initiating Gender Integration Projects promotes the revision of the introductory curriculum to include knowledge about women. The book is a product of a three-year Curriculum Development project at WHEATON COLLEGE (MA) culminating in a conference held in June 1983. It combines the theoretical aspects of integrating women's studies with more practical tools such as

Digging For Resources?

The Project on the Status and Education of Women is now selling the new 1984 revised version of *Financial Aid: A Partial List of Resources for Women* at $2.50 per copy. If you are trying to locate money to finance your education, this updated publication lists scholarships, grants and loans which may be of help. Information on financial aid resources available to older women, minority women, women considering nontraditional careers and others at all levels of postsecondary education is provided.

The booklet includes a resource section which lists books and pamphlets which are helpful in locating money for college. Additionally, there is a brief college guide for students which includes information on what types of institutions and programs are available; how to find out about sources of financial aid on campus and in the community; what to expect from the financial aid process; how to get credit for former courses and "life experience"; and tips on cost-cutting ways to attend school.

For a copy of *Financial Aid: A Partial List of Resources for Women*, send a check or money order for $2.50 to Project on Women, 1818 R St., NW, Washington, DC 20009. Make checks payable to AAC/PSEW. Bulk rates are available upon request.

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bibliographies, course descriptions and guidelines. *Toward a Balanced Curriculum* serves as a resource handbook for faculty and administrators and others interested in implementing curricular changes to include women's experience.

Edited by Bonnie Spanier, Alexander Bloom, and Darlene Boroviak, the book is available for $18.95 cloth; $11.95 paper from Schenkman Publishing Co., 190 Concord Ave., Cambridge, MA 02138.

How to Find Out About Women's Studies Activities at the University of Wisconsin

The UNIVERSITY OF WISCONSIN SYSTEM publishes a listing of women's studies program administrators and contact persons at each of the university campuses. Women's studies programs are briefly described and an extensive listing of courses in women's studies on each campus is provided. The listing could serve as a model for other state systems, consortia or regional directories. The Winter 1983-84 edition of *Women's Studies: Directory of Institution Program Administrators, Contact Persons, Committees, and Programs* is available from the University of Wisconsin System, Administration Hall, 1220 Linden Dr., Madison, WI 53706, Attn: Dr. Karen L. Merritt.

Compiling a Databank on Women's Scholars

The Institute for Research on Women (IRW) at RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY, is establishing a cross-referenced file on scholars and their research on women's issues. The IRW Resource Center for Women's Scholarship hopes to form a network of scholars who may conduct collaborative research, generate interdepartmental grant proposals, and employ each other as guest lecturers or visiting scholars. Graduate students, faculty and independent scholars are encouraged to send the Center their *curricula vitae*, statements of research interests, including published and unpublished material, as well as ideas for future research. The file will be updated periodically and made available to anyone wishing to contact scholars in various fields. For more information, contact The Institute for Research on Women, 302 College Hall, Douglass College, Rutgers, The State University of New Jersey, New Brunswick, NJ 08903.

INTERNATIONAL

Australian Academic Women: Underrepresented at the Top

An all-male Australian Vice-Chancellors Committee has recognized that an imbalance in the numbers of male and female faculty at Australia's 19 universities exists, and has called for measures to eliminate practices that put women at a disadvantage in hiring and promotion. However, the committee rejected the idea of giving women preference in the hiring of senior faculty members. In a policy statement released in June 1984, the committee said new appointments in Australia should continue to be made on the basis of merit alone.

The statement said women are 17 percent of those employed in teaching and research positions. Although women make up 45 percent of tutors (the most junior faculty members) they are only 2 percent of the full professors. The vice-chancellors recognized the underrepresentation of women especially in the science and technical fields but said it would take many years for the problems to be corrected.

A spokeswoman for an association representing women faculty disagreed with the vice-chancellors' "sit back and wait attitude." She said the committee had overlooked the fact that "merit was a highly political, very elusive and very subjective concept," and a concept that "sometimes tended to work against women."

658 Year Ban on Women Lifted

For the first time in 658 years, women will be admitted to Oriel College, the last all-male college at Britain's OXFORD UNIVERSITY. The fellows of the college voted 23 to 4 to admit women in the 1985-86 academic year, saying that academic standards at the college were slipping and opening up entry to women would make Oriel competitive with other Oxford colleges.

Resources on Women in International Development

The Women in International Development (WID) Office at MICHIGAN STATE UNIVERSITY publishes a newsletter which includes information on employment opportunities, research awards, conferences and publications of interest. Through the Working Paper Series, the WID Office makes available reports of empirical studies, theoretical analyses, and projects written by national and international scholars working on social, political and economic issues affecting women. For a copy of the publications list and/or the latest newsletter, write to WID, 202 Center for International Programs, Michigan State University, East Lansing, MI 48824.

RESOURCES

Help Available for Developing Strategies on Comparable Worth

- Four out of five women work in "traditionally" female occupations—clerical, retail sales and service—which are paid 20 percent less than men's jobs requiring similar levels of complexity and responsibility.
- If wives and female heads of households were paid the wages that similarly qualified men earn, half the families now living in poverty would not be poor.
- In 1870, 97.5 percent of all clerical workers were men; they earned twice as much as blue collar workers. Today, 80 percent of clerical workers are women—they earn considerably less.

The Comparable Worth Project focuses on the problems inherent in these facts. Its resources include a quarterly newsletter; clearinghouse materials which help address the comparable worth issue including wage gap and job evaluation studies, legislation, court decisions, reports and articles; a speaker's bureau; and technical assistance. For more information, contact the Comparable Worth Project, 488 41st St., No. 5, Oakland, CA 94609.

Education Institutions Get More From Foundations; Women Get Less

According to the new (9th) edition of *The Foundation Directory*, educational institutions got 42.5 percent of foundation money in

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1982, a big increase from the 38.4 percent they got in 1980. Support for "Equal Rights and Legal Services" has declined sharply (from 2.5 percent in 1980 to 1.3 percent in 1982). Support for minorities has increased from a total of 4.8 percent in 1980 to 5.9 percent in 1982, while support for "Women and Girls" went up in 1981 but down in 1982 (1.7 percent to 2.9 percent to 2.5 percent).

The Foundation Directory, which also lists trustees, grant application information, and program funding interests for 4,063 foundations, is available for $60.00 from the Foundation Center, 888 Seventh Ave., New York, NY 10106.

Book Asks How Sex Equity Activities Can Change Society

The Handbook for Achieving Sex Equity Through Education addresses issues ranging from the need for institutional change in the visual arts curriculum to the kinds of programs required to meet the needs of minority, gifted, rural and adult women. The book focuses not only on the achievement of sex equity *in* educational activities and settings but also on the achievement of sex equity *through* education. Edited by Susan S. Klein, the book is available for $25.95 plus $1.50 postage (prepaid) from Johns Hopkins University Press, Baltimore, MD 21218.

Bibliography on Women in Librarianship Continued

The American Library Association has recently published *On Account of Sex: An Annotated Bibliography on Women in Librarianship, 1977-1981*. Compiled by Kathleen M. Hein and Katherine Phenix, the 188-page volume supplements and updates *The Role of Women in Librarianship 1876-1976: The Entry, Advancement, and Struggle for Equalization in One Profession*, published in 1979 by Oryx Press.

On Account of Sex lists materials that contribute to an understanding of women's evolving status and position in the library and information services professions. The book is available in paperback for $25.00 from Publishing Services, ALA, 50 East Huron St., Chicago, IL 60611.

Data on Women and Politics Available to Researchers

Currently, the Henry A. Murray Research Center of RADCLIFFE COLLEGE (MA) is expanding its holdings on women's political participation. Both interview data and survey data on women's activism and attitudes toward the changing status of women in society are increasingly available through the Center.

The *Guide to the Data Resources of the Henry A. Murray Research Center* provides information about the more than 120 data sets (including women and politics) available at the Center, and which can be used for secondary analysis, replication and longitudinal follow-up by researchers. The *Guide* is available for $6.00 from the Center, 10 Garden St., Cambridge, MA 02138. Make checks payable to Radcliffe College.

Women at Work: in the Marketplace and in the Household

A week-long research institute capped the activities of "Women and Their Work: Intersections of the Marketplace and the Household," a three-and-one-half year program sponsored by the Center for the Study, Education and Advancement of Women, at the UNIVERSITY OF CALIFORNIA at Berkeley. The program encouraged research on working class women, minority women, women heads of households, and women employed in female dominated areas. The institute participants developed a research agenda and explored issues such as child care, the feminization of poverty, media images of women, and the need to recognize the diversity of women's work experience according to age, class and racial/ethnic group.

The results of the July 1983 institute have been summarized in a 60-page monograph. Specific and detailed research questions, methods and approaches, suggestions for disseminating the results, as well as a selected bibliography are also included. The agenda is available for $5.95 from Publications, CSEAW-Women's Center, Rm. 112, Bldg. T-9, University of California, Berkeley, CA 94720. Make checks payable to the Regents of the University of California.

Finding Out About Women in Boston

The Women's List, The What and Where of Women's Action Groups in the Greater Boston Area includes organizations and services involved in the arts, counseling, education, elders' concerns, employment, government, health, money and law. A listing of business and professional, labor, political, religious, and sports organizations is included as well as battered women's shelters, rape crisis centers and women's centers.

The 76-page booklet is a useful model for those interested in developing a resource guide to women's services and organizations on their campus and in the surrounding community. Copies are available for $6.00 from Equal Times, 739 Boyleston St., Boston, MA 02116. Bulk rates are available.

Videotapes About Women Available

The Center for Learning Technologies of the New York State Education Department maintains a videotape library which is available to educational and cultural institutions throughout the state. "Going Where I've Never Been . . ." is a brochure of videotape programs in the library which address the concerns and accomplishments of women. The programs cover a wide range of subjects such as health, finances, the arts, sports, politics, etc.; and are intended for a wide audience from elementary school-age children to adults. For more information, contact the Center for Learning Technologies, New York State Education Department, Albany, NY 12230.

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Council for the Advancement of Small Colleges (CASC)
College and University Personnel Association (CUPA)
National Association of College and University Attorneys (NACUA)
National Association of Independent Colleges and Universities (NAICU)

Prices and availability of resources are current at time of publication.

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SEXUAL HARASSMENT ON CAMPUS: CALL FOR MATERIALS

The Project on the Status and Education of Women is planning an exhibit of materials concerning campus sexual harassment at the Association of American College's annual meeting, February 10-13, 1985 in Washington, DC. We hope to be able to display a wide variety of materials demonstrating the range of institutional responses and strategies regarding sexual harassment issues. Many schools are now in the planning stages of developing sexual harassment policies and guidelines for faculty, students and staff, and are eager to see how other institutions have dealt with these issues. The exhibit will provide an excellent opportunity for participants to see what materials and programs are being developed at colleges and universities across the country.

We're looking for the following materials from your campus:

- copies of sexual harassment policies and guidelines;
- brochures or handbook materials aimed at students or employees;
- posters or flyers describing sexual harassment workshops, films, tapes or slide shows;
- articles from student newspapers; and
- copies of reports or studies done on campus.

Please send one copy, 25 copies or even 500 copies of any sexual harassment materials available on your campus to the Project on the Status and Education of Women, Association of American Colleges, 1818 R St., NW, Washington, DC 20009. Deadline for submission is January 31, 1985. Regrettably, materials cannot be returned or acknowledged.

Film Resource List Highlights Women's Achievements

A resource list of audiovisuals detailing the achievements of contemporary women contains short descriptions of over 75 films, videotapes and filmstrips as well as information on length, type, production date, and rental costs. An index of distributors is also included. The twelve-page list, *Women's Achievements: A Resource List of Audiovisual Materials*, is published by Catalyst, and is available for $3 from Kathleen Weir, Media Specialist, Catalyst, 14 E 60th St., New York, NY 10022.

Symposium Report on Judicial Women Available

Women judges at all jurisdictional levels of the state and federal court systems met for the first time in 1982 to discuss the needs and problems of women in the judiciary. Participants formulated suggestions for future research, education, and publications. The meeting was sponsored by the National Center for State Courts in cooperation with the William Bingham Foundation and the Johnson Foundation.

A report on the symposium, "Women in the Judiciary: A Symposium for Women Judges" highlights the presentations and discussions dealing with the roles of women judges, balancing political and professional responsibilities with family and personal responsibilities, women on the state bench, politics and the all-male club, and women in judicial education. An extensive 37-page *Bibliography of Issues Relating to Women in the Judiciary* compiled by Margaret Maes Axtmann and Charlotte A. Carter is included. The 102-page report is available free while supplies last from Publications Coordinator, National Center for State Courts, 300 Newport Ave., Williamsburg, VA 23185.

Network for Women in Statistics

The Caucus for Women in Statistics has recently published its directory of over 200 members. An independent organization which works closely with other statistical professional societies, the Caucus fosters opportunities for the education, employment and advancement of women in statistics. It also actively promotes the recruitment of women into the profession.

The membership directory is only one of the Caucus' services: it publishes a quarterly newsletter; organizes roundtable discussion groups on issues such as professional development, mentoring and job-sharing; and sponsors technical sessions to promote and present gender related issues and studies. Membership dues are $8.00 per year ($4.00 for students and $10.00 for couples) and include a copy of the directory. Mail dues to Dick Taeuber, 3100 (225) Connecticut Ave., Washington, DC 20008.

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ON CAMPUS WITH WOMEN

Subscription Form

Yes! I want to receive *On Campus With Women* and occasional topical papers concerning women in academe. All subscriptions begin with the Summer issue and run through the Spring issue of each year. Back issues will be provided for those who subscribe in mid-year. (You can receive a free subscription by contributing to the Project. See **CONTRIBUTIONS TO THE PROJECT** below for more information.)

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Project on the Status and Education of WOMEN

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ON CAMPUS WITH WOMEN

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ON THE CAMPUS

Sexist Language Taboo at UNH

In June 1984, the UNIVERSITY OF NEW HAMPSHIRE formulated a policy banning sexist language in all official communication. The policy states that the university "discourages the use of language and illustrations that reinforce inappropriate and demeaning attitudes, assumptions and stereotypes about sex roles. Accordingly, all official university communications, whether delivered orally or in writing, shall be free of sexist language." Drawn up by a committee of the university president's commission on the status of women, the policy extends to university catalogues, course titles and classroom lectures. The commission also developed a "Guidelines for Usage of Non-Sexist Language" brochure which was distributed throughout the campus to promote accurate, unbiased communication. The guidelines provide examples of how to avoid ambiguity and biased connotations in sex identity or sex role and how to avoid implied or irrelevant evaluation of the sexes.

For more information, contact Cindy B. Leerer, Coordinator, Presidential Commission on the Status of Women, University of New Hampshire, Durham, NH 03824.

Univ. of Minnesota Prohibits School Functions in Discriminatory Private Clubs

A June 1984 memo from UNIVERSITY OF MINNESOTA President C. Peter Magrath clarifies the university's policy concerning university use of private clubs with discriminatory membership practices. The memo states, "It is against University policy to use for official purposes private clubs that discriminate on the basis of sex, race or any of the other prohibited categories [color, creed, religion, national origin, marital status, status with regard to public assistance, disability and age]. Thus, no employee or unit in the University should hold official meetings, schedule interview lunches, submit requests for reimbursement expenses incurred at, or otherwise patronize such clubs for University business." Magrath sent the memo to all vice presidents, provosts, deans, directors, and department heads with instructions to notify all faculty and staff.

Another All-Male Bastion Falls

WASHINGTON AND LEE UNIVERSITY (VA), one of the last three remaining all-male liberal arts colleges, will begin enrolling women undergraduates in the Fall of 1985. President John D. Wilson had urged co-education for the 235-year old school due to the declining pool of applicants and tougher competition for the best students. Wilson said that women would inject new life into Washington and Lee academically and financially without compromising its traditions, including a strong fraternity system and a strict honor code. Over 82 percent of faculty members were in favor of co-education, 53 percent of the students were opposed. University officials do not expect any major changes as a result of women attending. Dormitories and academic buildings will be altered slightly to accommodate women and the faculty is considering possible changes in the curriculum.

Male Students in RI to be Innoculated Against Rubella Too

Since September 1984, incoming male as well as female, college students in Rhode Island have had to be immunized against rubella. Previously, only women students were required to have proof of immunization as a condition for admission. (Women who contract rubella in the first three months of pregnancy risk birth defects, particularly deafness, in their babies.) In 1981, the American Civil Liberties Union (ACLU) filed a complaint with the

WEEA Reauthorized!

Congress has revised and extended the Women's Educational Equity Act (WEEA) until 1989. The new law, part of the Education Amendments of 1985, increases the amount Congress may appropriate each year for WEEA from $10 million in 1985 to $20 million in 1989.

Supporters of WEEA say that the increased appropriation ceiling will make it easier for the Secretary of Education to begin the program of local implementation grants that was introduced into the Act in 1978 but has never been funded. Local implementation grants are designed to ensure that the models developed through WEEA projects are widely disseminated to schools and communities throughout the country. Under the new Act, any money appropriated over $6 million may be used for the grants at the discretion of the Secretary of Education. Although new WEEA provisions allow Congress to appropriate up to $10 million in 1985, only $6 million has been appropriated. For more information on the provisions in the new Act for women discriminated against because of race, ethnic origin, age and/or disability as well as sex, see the "Minority Women" section on page 7.

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state's health department calling the rule unconstitutional sex discrimination when a number of women students at the UNIVERSITY OF RHODE ISLAND (URI) were threatened with expulsion for failing to comply. ACLU said that the rule violated women's privacy rights and reinforced traditional views of women as childbearers. Later that year the ACLU decided not to act because although the state department of health refused to change the rule, it found that no school—including URI—took any action against students in noncompliance. The rule has no enforcement provision.

According to a spokesman for the health department, the new policy finally evolved to ease the administration of the state immunization program. He added that, while ACLU never did take action, the changed policy serves to "get the ACLU off our backs."

Students in Stirrups

According to a HER SAY news report (September 17, 1984), male gynecology students at SOUTHWESTERN MEDICAL UNIVERSITY (TX) get a chance to see things from a different perspective. Dr. David Hemsell, the school's chief of gynecology, urges his male students to get into the metal stirrups and spread their legs. "The only way to understand women's feelings is to be there," Hemsell says. Most of the men, he adds, "get real embarrassed. You can see the impact of being in that position hit them in the face like a two by four." Hemsell's lesson, however, does not duplicate examining room conditions; male students in stirrups get to keep their clothes on.

More Women Ph.D's in 1983 Than Ever Before

The total annual number of new doctorates has changed little since 1977. What has changed is the proportion of men and women earning doctorates within each field. According to figures from the National Research Council, 10,485 women had earned doctorates in all fields in 1982-83, 34 percent of the total. These figures represent all-time highs for women in both number and percent of total doctorate recipients. The number of men earning doctorates decreased by one percent from 1982, continuing a slow decline from the peak years in the early 1970's.

In 1983, in the field of education, women doctorates exceeded the number of men doctorates for the first time for any major field. Education, accounting for over one-third of 1983 female doctorate recipients, continues to be the most populous field for women, the report says. The number of women doctorates in the physical, life and social sciences have consistently increased since 1973, each field increasing by 40 to 50 percent over the 11-year period.

A limited number of "Summary Report 1983, Doctorate Recipients from United States Universities," are available free from the Doctorate Records Project, Office of Scientific and Engineering Personnel, National Research Council, 2101 Constitution Ave., NW, Washington, DC 20418.

Internship Program

The Project on the Status and Education of Women of the Association of American Colleges has an internship program which is currently accepting applications from undergraduate, graduate, and law students for the spring and summer terms. Preference will be given to applicants with strong research and writing skills who have completed their junior year and have displayed an interest in governmental or institutional policy regarding women in higher education.

Project internships are unsalaried positions. However, interns can be reimbursed for living expenses up to $25.00 per week. In addition, interns may arrange to receive academic credit from their sponsoring institutions. An internship entails research and writing for PSEW publications, meeting with federal officials and representatives of women's organizations, and a limited amount of clerical/support work.

Individuals wishing to apply for a position should send a resume, two brief writing samples, and three letters of reference to Mary De Mouy, Associate Director for Administration, PSEW, 1818 R St., N.W., Washington, D.C. 20009.

CAMPUS RAPE

New York State Liable for Rape in Dorm

The STATE UNIVERSITY OF NEW YORK (SUNY) at Stony Brook has been held liable for the rape of a student in a dormitory. In the June 1984 decision involving the 1975 case, the Court of Appeals (New York's highest court) found that the state, when operating housing, must maintain physical security devices that are located in the building, as private landlords are required to do.

In a unanimous decision, the court noted that the victim had complained twice to SUNY officials about nonstudents loitering in the halls of the dormitories. The court also noted that accounts of numerous crimes in the dormitories were reported in the school newspaper around the time of the rape. "Notwithstanding these reports, the doors at all of the approximately 10 entrances to the dormitory were . . . kept unlocked at all hours, although the doors each contained a locking mechanism," the court said.

A Stony Brook spokesman said that the university had taken several steps in recent years to improve security on campus.

Not for Students Only: Classes in Self-Defense

A self-defense training class designed for faculty and staff is offered at OHIO STATE UNIVERSITY. The university's Rape Education and Prevention Program established the personal safety and assault prevention course in Spring 1984 to reach out beyond students to address the special needs of staff and faculty. Some 15 women, ranging in age from late 20's to mid-50's, participated in the course.

While the general program, which tends to interest students, focuses on dealing with street harassment and compromising situations in campus dormitories, the faculty and staff course offers advice to university women who, for example, may work late at night and find themselves fending off aggressors in a parking garage or during shift changes at the hospitals. Other role playing components focus on being more verbally assertive when dealing with unwanted male attention.

The directors of the program think that many older women shied away from the student-oriented program because they

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assumed it would primarily emphasize physical agility, a skill they were less likely to have. Despite their reluctance to participate in the earlier programs, the teacher of the course, Lois Helmbold (assistant professor of women's studies and history), thinks older women are more realistic about the potential for harassment and the need for precautions. While younger women more readily go through the physical motions of deflecting an assault during practice, they more often say, "This isn't going to happen to me," she said.

The workshops are a part of the Rape Education and Prevention Program's five-year plan established by its advisory committee. The committee also plans to publish training materials to help instructors who want to set up self-defense programs at other institutions. Workshops are being videotaped for distribution to other colleges and universities.

For more information, contact Sue Blanshan, Rape Education and Prevention Program, OSU, 408 Ohio Union, 1739 N. High St., Columbus, OH 43210.

IN THE COURTS

Agreement Reached in Cornell University Case

A settlement was reached in September 1984 in the four-year-old suit brought by five faculty women against CORNELL UNIVERSITY (NY) for sex discrimination in tenure and compensation. Under the terms of the agreement, the university agreed to pay $250,000 in full settlement of the charges brought by the women: $100,000 for the five faculty women and 32 other women; $25,000 for partial reimbursement of the plaintiff's litigation costs; and $65,000 to the plaintiffs' attorneys. In addition, the university agrees to establish a fund of $60,000 to be used within the next two years by women faculty for professional development. In the settlement, the plaintiffs agree not to pursue any further their claims of discrimination against the university. The lawsuit had included two parts: the compensation claims which were covered by the settlement; and the tenure claims which were not sustained by the courts.

The 37 women receiving settlement payments are current and former members of the Cornell faculty at ranks from lecturer to professor and include Blacks and other minorities. The suit was supported throughout by a group of women faculty, staff, alumnae, and others known as the "Friends of the Cornell Eleven." The support organization was co-chaired by Professor Emerita Alice H. Cook and Professor of History Mary Beth Norton. Commenting on the agreement, they noted that in the four years since the suit was filed, there has been some progress in the hiring and promotion of women in both faculty and administrative positions at Cornell.

Another outcome of the filing of the suit was the establishment in July 1981, by the American Association of University Women, Washington, DC, of a Legal Advocacy Fund to provide "funding and a support system for women seeking judicial redress for sex discrimination." The AAUW Legal Advocacy Fund selected the Cornell Eleven as its first case. Subsequently, the Fund has supported academic women in suits against the entire State University System of Oregon, TEMPLE UNIVERSITY (PA); MOHAWK VALLEY COMMUNITY COLLEGE (NY); and FORDHAM UNIVERSITY (NY).

College Faculty Group Files EEOC Sex Discrimination Complaint

Officers of the KEENE STATE COLLEGE Education Association (KSCEA) which represents KSC faculty have filed a class action sex discrimination complaint with the Equal Employment Opportunity Commission. The complaint charges the University System of New Hampshire (of which KSC is part) with sex discrimination in salaries, hiring and promotion, and is based on a study of materials including salaries, academic qualifications, and dates of hiring. KSCEA also charged that the college failed to comply with its own affirmative action plan for hiring, adopted in the mid 1970's, and that higher standards for promotion are applied to women faculty.

In 1978, KSC lost a Title VII suit brought by a faculty member who charged sex discrimination in promotions. The federal trial court judge found the college guilty of several practices which discriminated against women faculty members. The faculty woman who had brought the suit was promoted and granted back pay and legal costs, but not until the university system had pursued the case twice to the Supreme Court.

For more information on the KSCEA complaint, contact Jo Beth Wolf, Associate Professor of Political Science, Sherry Bovinet, Professor, Physical Education, or Margaret Langford, Professor of Modern Languages and President of KSCEA, Keene State College, Keene, NH 03431.

Sex Differentiated Questions Barred in Job Interviews

Questions may not be asked of women that are not asked of men in a job interview, regardless of the employee's past record, the Eighth U.S. Court of Appeals has ruled. Ernestine King had sued Trans World Airline saying questions asked of her in a job interview in 1976 (such as were her children illegitimate, would they be cared for while she worked and did she plan to have more) were not asked of men.

The court stated, "It is clear that an employer cannot have two interview policies for job applicants with poor work records, poor attendance records, small children or some other characteristic—one for men and one for women." There is no evidence that men were questioned about pregnancy, childbearing and care, it said. King's lawyer said the "case demonstrates that employers act at their peril when they ask questions about child care responsibilities in an employment interview."

NOW vs. Mutual of Omaha

The National Organization for Women and the NOW Legal Defense and Education Fund have filed a $2 million lawsuit against Mutual of Omaha Insurance Company, the largest provider of individual health and disability insurance in the country. The suit, filed in the District of Columbia Superior Court under DC's public accommodations law, charges sex discrimination in Mutual's pricing of health and disability insurance. The class action suit is the first in a series of lawsuits to be filed across the country as part of NOW's strategy to eliminate the industry's consideration of sex as a factor in the underwriting and sale of insurance policies.

Marsha Levick, Legal Director of NOW/LDEF points out, "As this lawsuit demonstrates, whether women are simply seeking supplemental coverage to complement an employer-sponsored plan, or comprehensive major coverage, women are charged in almost every instance, several hundred dollars **more** than men for **identical** coverage . . . These price discrepancies typically exclude pregnancy coverage, for which women must pay a further additional premium," she adds. "We are suing not only to change

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the pricing practices of Mutual of Omaha; we are also seeking compensation for the thousands of women who have been forced to pay hundreds of dollars additional, year in and year out, to obtain even the most basic form of health coverage—a figure we estimate to be in excess of two million dollars." The suit may be of interest to institutions with similar policies for their employees.

Comparable Worth Rejected in Ninth Circuit

The status of "comparable worth" theory in court cases involving sex-based discrimination in pay is uncertain following a Ninth Circuit Court of Appeals ruling against members of the nursing faculty at the UNIVERSITY OF WASHINGTON. In 1974, University of Washington nursing faculty members filed charges against the university claiming they were paid less for comparable jobs than male faculty at other schools within the university becaue they were predominantly female. In the July 1984 ruling, *Spaulding* v. *University of Washington,* the court rejected the faculty's claim under the Equal Pay Act because it said the work performed by the nursing faculty was not proven to be "substantially equal" to that done by the male faculty.

The nursing faculty also claimed sex discrimination in violation of Title VII of the Civil Rights Act under the "disparate treatment" theory. The court ruled, however, that the nurses must prove wage differentials were a result of intentional discrimination and refused to infer discriminatory intent merely from wage differences in jobs that are "only similar." It also rejected statistical arguments as evidence of discrimination.

In addition, the nursing faculty argued that the university's policy of setting wages according to the academic marketplace was neutral on the surface, but in fact had a "disparate impact" on women. The court rejected that argument saying, "Every employer constrained by market forces must consider market values in setting his labor costs."

The Supreme Court has refused to hear the case. A lawyer for the nursing faculty said that the decision could "close the door for lawsuits seeking wage equity for any sex-segregated profession or discipline."

TITLE IX

Pregnant Student Ousted from Honor Society Ordered Reinstated

A U.S. District Court judge ruled in September 1984 that Brown County High School had violated Title IX by expelling a pregnant student from the National Honor Society. (Title IX bars sex discrimination in programs that receive federal aid.) The judge ordered Loretta Henricks Wort reinstated as a member in good standing of the Society. Membership in the National Honor Society is based on scholastic achievement as well as on participation in other school activities and on character. During the trial in March 1984, Wort's attorney had argued that a different standard was applied to her than to males because they cannot become pregnant. The judge ruled that Wort was dismissed from the Society because of her pregnancy or the acts leading up to the pregnancy. He said honorary societies are not exempt from regulations that forbid schools from discriminating against students because they are pregnant, have a baby or have an abortion.

ED issues "How-To" on Enforcement of *Grove City* Decision

The Office for Civil Rights (OCR) of the Education Department has issued a legal analysis to its 10 regional offices on how to enforce civil rights laws in light of the Supreme Court's *Grove City* decision in February 1984. (In *Grove City* v. *Bell,* the Supreme Court ruled that Title IX, which bars sex bias in federally aided education programs, is enforceable only in the specific program or activity receiving federal money.) Since Title IX is similar in wording to several other key civil rights laws, the OCR memo states specificially that the Supreme Court covers OCR's enforcement of similar federal laws against age, sex, race and handicap bias.

The OCR memo gives "initial guidance" on what is covered in the ruling. "If there can be said to be a legal test in Grove City for determining 'program or activity,' it begins with a determination of whether the funding granted to the recipient is 'earmarked' or 'nonearmarked.' " If aid is not earmarked for specific programs, OCR has jurisdiction throughout an institution, says the memo.

Although the Court addressed only Pell Grants specifically in its ruling, the decision "is applicable to other forms of student financial assistance," according to the memo. In the case of College Work-Study, however, OCR is still deciding whether other offices that may support students with College Work-Study funds are also subject to Title IX.

The memo also stipulates OCR's broad enforcement powers in cases of federal construction and renovation grants for academic facilities and grants for academic research. As far as admissions and recruitment are concerned, the memo says, "OCR has jurisdiction to investigate the admissions and recruitment practices and procedures of any recipient of federal funds even though the funds may be earmarked to an organizational subunit."

In June 1984, before the OCR memo was sent out, a coalition, led by the American Association of University Women, filed suit in a Washington, DC federal court, that OCR has enforced Title IX inconsistently across the nation since the *Grove City* decision. In *AAUW* v. *Department of Education* (84-188), the coalition claims that the Department did not make rules or articulate policies interpreting *Grove City* as it applies to Title IX enforcement. The OCR policy memo is in direct response to that lawsuit according to the coalition's lawyer.

WORKING IN ACADEME

Group Monitors Women's Progress in History Association

Recent candidates for offices in the American Historical Association were asked by the Coordinating Committee for Women in the Historical Profession (CCWHP) for their views on various issues of interest to women historians. Candidates were asked to explain their position on affirmative action; ways in which they would assist women scholars to reach parity with men scholars in light of recent negative Supreme Court rulings affecting women; and how they would promote the interests of female and minority graduate students. The responses were published in the Committee's September 1984 newsletter.

Also in the same issue is a report detailing some statistics on the participation of women working in American history over the

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last several years. The data prepared by the Committee on the Status of Women in the Historical Profession of the Organization of American Historians describes the percentage of women participating in the annual meeting as chairs, presenters and panelists; the percentage of women being nominated for offices in the association; and women's contribution to the *Journal of American History* as staff members, members of the editorial board, book reviewers, and authors of articles.

Tracking these kinds of data in their own professions would be useful to other associations and women's committees wishing to document reports of women's progress and patterns of participation in the profession. For information on membership in CCWHP and their newsletter, contact Nupur Chaudhuri, 1737 Vaughn Dr., Manhattan, KS 66502.

Female and Male Faculty Salaries: A Wide Gap

Data from the American Association of University Professors (AAUP) annual salary survey show that women's salaries at all faculty ranks continue to lag behind those of men at all types of institutions. Differences at the professorial level range from 8.5 percent at public institutions to 16 percent at private independent institutions. The AAUP annual salary survey is available for $25.00 (prepaid) from AAUP, 1012 14th St., NW, Washington, DC 20005.

UNH Moves to Reduce Pay Inequity For Women Faculty

Women tenure-track faculty at the UNIVERSITY OF NEW HAMPSHIRE (UNH) will each receive a $500 salary increase next year in a university effort to reduce pay inequities between male and female faculty. The move will mean across-the-board salary increases for about 100 women faculty members. In addition, money is being set aside to address special cases in the following year. The salary adjustments were announced after several statistical analyses, compiled by university officials, indicated that there were salary deficiencies of up to $1,800 for female faculty. Among studies considered were those done by faculty governing committees, the UNH Women's Commission and the UNH Chapter of the American Association of University Professors.

Humanities Faculty: In a Holding Pattern

Job prospects for potential humanities faculty continue to look uncertain. According to a new study from the American Council on Education's Higher Education Panel, the number, distribution and rate of tenure for these faculty have remained stable from 1979-1982. Opportunities vary by discipline. The study also shows that the humanities faculty remains largely white and male, even though 5 percent more white women were hired from 1979 to 1982. The number of minority male faculty dropped in that time period. According to the survey, only 30 percent of faculty members are women and fewer than 10 percent are minorities. Women and minorities are better represented at two-year colleges than at universities.

Almost 75 percent of humanities faculty are tenured—white males with the highest rate (80 percent) and white females with the lowest (58 percent); gender differences were greater than racial or ethnic differences. Some 65 percent of minorities and 74 percent of white faculty are tenured, compared with 79 percent of the men and 58 percent of the women.

The report, "Full-Time Humanities Faculty, Fall 1982," Report No. 61, can be obtained by sending a self-addressed mailing label to the Higher Education Panel, ACE, One Dupont Circle, NW, Washington, DC 20036.

Recruitment and Support for Women Administrators

A new sourcebook examines the careers of women in higher education administration, and what can be done to increase their numbers, including how higher education institutions can recruit and support women administrators. Chapters in *Women in Higher Education Administration,* edited by Adrian Tinsley, Cynthia Secor and Sheila Kaplan, describe how women's and men's careers differ; discuss "career mapping,"—a structured exercise that analyzes individual work situations and sets goals for moving ahead; and explain programs designed to provide women administrators with professional skills.

Other sections include information on networking, distinctive barriers that minority women face, the special obligation of senior women to women administrators, faculty and students, and foundation support for administrative advancement.

Copies of the sourcebook are $8.95 plus postage and handling from Jossey-Bass, Inc., Publishers, 433 California St., San Francisco, CA 94104. Specify issue number HE45 when ordering. Bulk rates are available.

Study of Male and Female Coaches' Career Patterns

A study comparing 550 male and female coaches of women's college basketball teams found that the female coaches have better educational backgrounds and come from higher socioeconomic classes than do the male coaches. Seventy-four percent of the female coaches and 50 percent of the male coaches have advanced degrees, according to Kay Hill, a Ph.D. candidate at the UNIVERSITY OF MARYLAND. While the men had been coaching longer, the women had more playing experience. Hill did find some similar career patterns. For example, neither group was very mobile, geographically.

WOMEN AND SCIENCE

Are Women Being Programmed to Avoid Computers?

Although the number of computer related jobs in the U.S. is expected to rise to 30 million by 1990, women's participation in this computer explosion could be limited. The July-August 1984 issue of *Manpower Comments* discusses how women are already far behind men in their exposure to and use of computers.

- A study by the California Department of Education found that girls are only 37 percent of students enrolled in high school computer classes.
- A nationwide poll of 17-year-olds shows that almost twice as many boys as girls take computer programming courses.
- At a recent National Institute of Education Conference on computers in education, it was reported that 93 percent of home computer users are male, and most computer games are designed for boys' tastes.
- Only 23 percent of computer science majors at the UNIVERSITY OF CALIFORNIA, Berkeley are women and the 1980 Census found that only 23 percent of systems analysts and 31 percent of computer programmers are women. The more advanced the computer training, the fewer the women enrolled.

Many researchers believe these discrepancies arise as a result

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of sex stereotyping. A recent UNIVERSITY OF TORONTO study polled 462 students in a psychology class and found that both women and men feel overwhelmingly that computers would be males if they had a gender. "It is fascinating that this new object, initially devoid of any sex typing, should come so quickly to be clearly sex typed as male in an environment where the issue of equality of the sexes was so highly salient," the Toronto researchers state.

One of the biggest culprits in sex stereotyping of computers seems to be advertising. Karel Vredenburg, one of the four researchers at the University of Toronto, found that computer advertising is overwhelmingly directed at men and boys with 80 percent of actors using computers in ads being male. Vredenburg said this stereotyping coupled with women's reluctance to enter a discipline that has been labeled masculine by their peers, steers women away from computing.

According to Nell Dale, a computer scientist at the UNIVERSITY OF TEXAS, although men only slightly outnumber women in introductory computer classes, "the women who get C's drop out," while men continue on. Similarly, Vredenburg thinks that access is not the major issue. He believes it is a matter of women consciously limiting their contact with computers (and being easily discouraged from studying them) because of the anxiety involved in stepping into a male domain, where their success or failure will be judged sharply. The Toronto researchers state, "These data suggest that the study of computers is destined to join the list of disciplines typically avoided by females such as mathematics and science."

Re-entry Program Gives Potential Computer Science Grads A Boost

The Re-entry Program in Computer Science at the UNIVERSITY OF CALIFORNIA, Berkeley, College of Engineering offers three semesters of coursework in computer science, electrical engineering and mathematics to prepare college grads for graduate study in computer science. The pilot program, which is tuition-free, is designed for students with strong quantitative backgrounds who currently would not qualify for admission to graduate study in computer science because they lack the prerequisite coursework. Participants take core computer science courses in the Department of Electrical Engineering and Computer Sciences with the goal of making them competitive for admission to graduate school.

The admission deadline for Fall 1985 is April 15, 1985. Applications and information are available from the Re-entry Program Office, 555 Evans Hall, University of California, Berkeley, CA 94720.

Women in Science and Engineering Still Earn Less Money

A survey of recent (1980 and 1981) science and engineering bachelor's and master's graduates showed that salary levels differed significantly for men and women with men consistently earning more than women in the same field whether employed in science and engineering or not. The results of this survey are reported in the National Science Foundation report, *Characteristics of Recent Science/Engineering Graduates: 1982*. The report also points to higher unemployment rates for women than for men, persisting across all fields and at both degree levels. In addition, women have lower rates of employment in science and engineering, and higher rates of underemployment and underutilization than men among recent graduates. The report (NSF 84-318) is available from the National Science Foundation, 1800 G St., NW, Washington, DC 20550.

Women in a Man's Field

Women's participation in the fields of science and technology is the subject of a special feature in *Technology Review* (November/December 1984). The 24-page section includes articles on barriers facing women in these fields such as lower pay and limited financial aid, and makes suggestions for change. Also included is a first-person account by a woman environmental engineer on what it's like to work in a field with few women in it.

The section would be a useful resource for women's studies programs, resource centers and other organizations. "Women in Technology: Why the Door is Opening (Slowly)" is available for $2.50 per copy from *Technology Review*, Rm. 10-140, Massachusetts Institute of Technology, Cambridge, MA 02139. Bulk rates are available.

EMPLOYMENT

Women Are a Growing Component of the Professional Workforce

The 1984 annual edition of *Professional Women and Minorities—A Manpower Data Resource Service* chronicles the increasing participation of women and minorities in the science, engineering and professional populations, calling attention particularly to the gains made by women. In 1970, women earned 41.5 percent of the bachelor's, 39.7 percent of the master's and 13.3 percent of the doctorate degrees awarded. However, by 1982 women were earning over half of the bachelor's and master's degrees—50.3 and 50.8 percent respectively and 32 percent of the doctorates.

Although women's proportion of scientists in the labor force is still below their proportion in recent graduating classes, women are now 41 percent of life scientists, 23 percent of chemists, 18 percent of geological scientists, 30 percent of mathematicians and computer specialists, 6 percent of engineers, and 57 percent of psychologists. Their proportions are less in the doctoral population, but are growing.

The growth of women in engineering has been so rapid in the past decade that their five percent proportion in the work force is well below their present proportion among students and graduates. Their share of bachelor's degrees has grown from less than one percent in 1970 to 13.2 percent in 1983; from less than one percent to 9 percent at the master's level, and from .9 percent to 4.7 percent at the doctoral level. The fall 1983 freshman class includes 17 percent women.

In the professional fields, women have substantially increased their proportion of both graduates and, to a lesser extent, the labor force. Women earned 27 percent of the M.D. degrees awarded in 1983 as compared to 1971 when they earned 9.2 percent. Women are now 16 percent of all physicians, 16 percent of lawyers, 27 percent of pharmacists, and 38 percent of economists.

Employment of women and minorities in higher education has grown slowly over the 1970's, and women's progress up the academic ladder still lags far behind that of comparable men. Women continue to be disproportionately over-represented among non-faculty researchers in higher eduction, while men are

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MINORITY WOMEN

The project gratefully acknowledges the support of TRW for making this section on minority women possible

Black Organizations Listed

A Guide to Black Organizations, compiled and published by Philip Morris USA, lists 176 organizations, of which about 30 are women's organizations (and many others headed by women), including several media women's groups, such as Black Women in Publishing, Inc. and the National Association of Media Women. The 1984-85 edition of the Guide is available free by writing to Mary A. Taylor, Public Relations, Philip Morris USA, 120 Park Ave., New York, NY 10017.

Extension of WEEA Includes New Provisions for Minority Women

On Oct. 19, 1984, the Women's Educational Equity Act (WEEA) was reauthorized until 1989. The new law includes a statutory commitment to the provision of educational equity for women and girls who suffer discrimination based on race, ethnic origin, age, and/or disability as well as sex. Women facing discrimination on these counts as well have been a focus of WEEA since 1980, but this is the first time that it has been defined in the legislation. Another provision mandates that appointees to the National Advisory Council on Women's Educational Programs are required to be experts on the educational needs of women, including women of color, older women and disabled women.

Advocates for Asian Women and Education

The Committee on Women in Asian Studies (CWAS) focuses on the issue of gender in Asia, women who do research in Asia, and equality between the sexes in academic institutions. CWAS is supported by the Association for Asian Studies (AAS) and the College of Liberal Arts of the UNIVERSITY OF MINNESOTA. CWAS publishes a newsletter and monograph series, and organizes other activities such as roundtable sessions at the AAS annual meeting. A conference on "Food, Society and Gender" at COLUMBIA UNIVERSITY (NY) is planned in 1985.

The monthly newsletter publishes profiles of scholars, book reviews, announcements about publications, centers, art exhibits, films, conferences, etc. and welcomes contributions of information for future issues. Subscriptions to the newsletter are $5.00 per year for students and the unemployed, and $7.00 for faculty, employed professionals and institutions. To subscribe or for more information, contact Victoria B. Cass, CWAS Chair, Dept. of East Asian Studies, Folwell Hall, University of Minnesota, Minneapolis, MN 55455.

How Women of Color Fare in Employment

Women of Color and Pay Equity discusses the effect of economic discrimination on minority women and includes statistics on wages, unemployment rates, occupational segregation, and female-headed households. The paper also reviews the principle of pay equity and its role in eradicating job and wage discrimination based on race and sex. The 6-page analysis is published by the National Committee on Pay Equity and the National Institute for Women of Color. Copies of the paper, prepared by Marguerite Gee and Denise Mitchell, are available for $1.00 (members) and $2.00 (nonmembers) from the National Committee on Pay Equity, 1201 16th St., NW, Rm. 422, Washington, DC 20036. Bulk rates are available.

Progress in Black Women's Colleges

In the 1850's Myrtilla Miner, a young white woman from New York, established Miner Normal School for Colored Girls in Washington, DC, thereby inaugurating college education for Black women. Since then, the only two remaining Black women's colleges, SPELMAN COLLEGE (GA) and BENNETT COLLEGE (NC), have faced the same questions concerning the appropriate curriculum for women as have women's colleges in general. So says Patricia Bell-Scott, assistant equal opportunity officer at MASSACHUSETTS INSTITUTE OF TECHNOLOGY, in the first issue of *Sage: A Scholarly Journal on Black Women* (See *On Campus With Women*, Winter 1984, p. 7.)

Individual subscriptions to *Sage* are $15; institutional subscriptions are $25. For more information, contact *Sage*, P.O. Box 42741, Atlanta, GA 30311.

Conference Spotlights Black Professional Women

"Black Professional Women: Imperatives for the Future," will be the theme for the Seventh Annual Conference of the Association of Black Women in Higher Education (ABWHE). The conference is one activity by which ABWHE fosters and expands the role of Black women in higher education, and supports Black women in their professional development. ABWHE also sponsors workshops and job banks; networks with other organizations sharing common goals; monitors public and private policies on higher education; and promotes policies which benefit all Black women. For more information about the conference, which will be held May 3, 1985 in New York City, and other ABWHE activities, contact Jacqueline A. Kane, 30 Limerick Dr., Albany, NY 12204.

Minority Women in Athletics: Still at the Starting Gate?

The Annotated Bibliography on Minority Women in Athletics is published by The Equality Center as part of its project on Title IX and intercollegiate athletic programs. Prepared by Laura Janis, the 12-page bibliography pulls together the small amount of published information on minority women in athletics, especially intercollegiate athletics.

Although some of the 22 articles or publications are relatively old and, consequently, do not reflect recent developments in women's athletic programs or specific advances made under Title IX of the Education Amendments of 1972, the bibliography will be of use to those seeking information in this area. (Title IX prohibits sex discrimination in federally assisted education programs, including athletics.) Copies of the bibliography are available for $3.50 (prepaid) from The Equality Center, 2233 Wisconsin Ave., NW, Suite 315, Washington, DC 20007.

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over-represented in the position of tenured professor. In 1983, women were 19 percent of faculty in universities and 37 percent of faculty in public two-year colleges. Only 51 percent of women faculty in all higher eduction institutions had tenure in 1983, compared to 70 percent of men. Women's proportion among scientists and engineers at academic institutions has increased slowly. Between 1974 and 1983, women moved from 13.4 to 17.6 percent of mathematicians; from 9.8 to 13 percent of chemists; from 19.7 to 24.8 percent of biologists; and from 21.3 to 26.5 percent of psychologists employed at academic institutions. More than half of college teachers in English, foreign languages, health specialties and home economics are women, but they are less than 5 percent of the total in engineering and physics.

These statistics and more are available in the new 288-page fifth edition of *Professional Women and Minorities*, which provides a comprehensive statistical picture of yesterday's, today's and tomorrow's professional workforce in the U.S. in the natural and social sciences, engineering, arts, humanities, education and all the professions. Data in all fields from more than 200 sources are detailed by sex and/or minority status, and the volume includes annotated recruitment resources, both for specialized fields and for general recruitment of professional women and minorities. A detailed bibliography and comprehensive cross-index of the 250 tables are also included. Both historical and current data on enrollments, degrees, and the general, academic and federal workforces are presented by field and subfield. *Professional Women and Minorities—A Manpower Data Resource Service*, Fifth Edition by Betty M. Vetter and Eleanor L. Babco is available for $70.00 from the Scientific Manpower Commission, 1776 Massachusetts Ave., NW, Washington, DC 20036.

This Is Progress?
Percent of Female College Grads Entering Secretarial Ranks Nearly Doubles

In 1970, only 13 percent of female college graduates were employed in secretarial or clerical jobs. By 1980, the percentage had **increased** to 22 percent of female college grads. The statistics were quoted by Russell Rumberger, senior research associate at STANFORD UNIVERSITY (CA) in *USA Today* (October 29, 1984).

Home Economist Salaries Affected By Sex and Race

Although the majority of full-time employed home economists are female (99 percent), and white (94 percent), male home economists earn higher incomes than females with comparable qualifications. Male home economists with a bachelor's degree earn a median income of $20,832, while female home economists earn $13,547. At the master's level, men earn $20,000 and women earn $17,574; at the doctorate level men earn $27,321 and women earn $23,614.

The study also found that at every degree level minority females have higher median incomes than white females. Black women at the bachelor's degree level earn 11 percent more than whites; at the master's level American Indian women earn 8 percent more than whites and American Indian women with doctorates earn 22 percent more than whites. The study points out, however, that there were relatively few minority respondents and that compared with whites, a higher proportion of the minority respondents have advanced degrees, and advanced degrees are associated with higher incomes.

The study, "Incomes of Home Economists Employed Full-Time," by Carolyn J. Townsley, M. Marguerite Scruggs, Margaret S. Callsen, and William D. Warde is reported in the Fall 1984 issue of *The Journal of Home Economics*. The issue is available for $5.00 from: American Home Economics Association, 2010 Massachusetts Ave., NW, Washington, DC 20036.

"That's Women's Work"

American workers are still sharply segregated into "women's jobs" and "men's jobs," despite laws intended to eliminate bias in hiring, education and training programs. So says Barbara F. Reskin, a sociologist and professor of women's studies at the UNIVERSITY OF MICHIGAN. "One quarter of all employed women are crowded into just 22 of the 500 occupations distinguished by the U.S. Census," she says, "while men are distributed across most of the remaining occupations. Viewed another way, 33 million people work in the 187 occupations in which at least 90 percent of their co-workers are of the same sex."

According to Reskin, sex segregation remains pervasive in most occupations, and as more women enter the labor force, more women are adversely affected. The chief consequence is low wages. If a large number of workers is crowded into a small number of occupations, either as a result of their own preferences or because of biased hiring practices, the wages in these occupations fall. Typically, the more female-oriented a profession, the less its workers of both sexes earn. Segregation also contributes to women's lower wages because it limits women's chances for on-the-job training and promotion.

Why do women remain concentrated in a small set of occupations? Old cultural notions about sex differences in aptitudes and interests still color the attitudes of parents, educators and others who influence young people's career choices, Reskin believes. Nevertheless, women's enrollments in mathematics, science and other traditionally male fields have climbed sharply during the past decade.

However, the majority of emerging jobs are in heavily segregated, mostly female occupations, so only small declines in occupational segregation are predicted through 1990. Training programs, particularly those aimed at preparing young women for technical and computer-related occupations, are likely to reduce segregation as would flexible work schedules and accessible, good child-care facilities.

EMPLOYMENT RESOURCES

Comparable Worth From A to Z

The issue of "comparable worth" or "pay equity," involving equal pay for men and women for work requiring similar skill, effort and responsibility, is regarded as a key to economic survival by many women's rights organizations. But many employer groups argue that adoption of the comparable worth theory could cost employers $320 billion.

Pay Equity and Comparable Worth, by the Bureau of National Affairs (BNA), summarizes major studies and surveys on the topic; discusses legal developments including analyses of legal cases, theories and defenses used by employers in pay equity

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suits; and presents an overview of Federal agency actions and congressional and state legislative initiatives. The report also examines the positions of interest groups, both pro and con, and the role of unions including legal efforts and developments on the collective bargaining front. One chapter examines the pay equity practices of two private sector companies, AT&T and General Electric; another presents a variety of experts with differing views on comparable worth including Judy Goldsmith, Eleanor Holmes Norton and Phyllis Schlafly.

The 160-page report is available for $30 from BNA Research and Special Projects Division, 1231 25th St., NW, Washington, DC 20037. Bulk rates are available.

Part-Time Employment: An Evaluation

Highlights of the first National Conference on Part-Time Employment are now available in *Part-Time Employment in America*. Experts from business, government, unions, academia, and non-profit associations describe the place of part-time workers in today's labor force; the needs of older workers, women, and families for more part-time opportunities; and the response of employers and unions. Details on the cost of employee benefits for part-time workers and the successful use of part-timers are included. The 83-page book, published by the Association of Part-Time Professionals (APTP) is available for $16.95 (members) and $21.95 (non-members) from APTP, P.O. Box 3419, Alexandria, VA 22302.

Resources on Maternity Leave Available

Paid Maternity Leave: A Selected Bibliography lists over 45 sources of information from the U.S. and Canada concerning maternity, paternity and childcare leave, parental rights, pregnancy rights and family benefits. The 3-page bibliography is Vol. 7, No. 9 (Sept. 1984) of *Labour Topics*, and is available free from the Ontario Ministry of Labour Library, 400 University Ave., 10th Floor, Toronto, Ontario, Canada, M7A 1T7.

The Status of Women in Management

Women in Management: An Annotated Bibliography and Sourcelist provides information about the growing number of women in management positions: information of interest to professionals and researchers in business, women's studies and to women seeking management careers. The 216-page bibliography, edited by Judith A. Leavitt, covers the literature written between 1970 and 1980. It includes more than 700 citations to books, papers, newspaper and journal articles and dissertations. Entries are arranged in subject categories such as, progress of women in management, mentors and networking, sex-role stereotypes, discrimination and minorities, psychology of women in management, salaries and education. *Women in Management* is available for $25.00 (prepaid) from Oryx Press, 2214 North Central at Encanto, Phoenix, AZ 85004.

Catalyst Database on Women and Employment

Catalyst Resources for Women (CRFW) is the first specialized bibliographic database on women and employment. The database makes available Catalyst's library resources to any location with an online terminal and access to Bibliographic Retrieval Services (BRS) databases such as university, corporate and public libraries; newspapers; and radio and TV stations.

The CRFW Database currently contains over 3,000 resources on employment and family issues such as child care, job sharing, parenting, relocation, affirmative action and part-time and flexible hours. Published documents include journal articles, studies, books, reports, bibliographies, audiovisual resources, magazines and newsletter articles.

Royalty fees for CRFW are $15.00 an hour, 25¢ for offline citations and 50¢ for online citations. For people without access to a terminal, Catalyst will conduct a search of the CRFW Database or any of approximately 70 BRS databases. For more information, contact Gurley Turner, Director of Information Services, Catalyst Library, 14 East 60th St., New York, NY 10022.

Conference Papers on Women and the Economy

The National Conference on Women, the Economy and Public Policy was held in June 1984 in Washington, DC. The conference brought together women from unions, government agencies, business, academia, religions and service organizations, research and study centers, minority-based and feminist organizations to exchange ideas and information and to highlight women's contributions to the economy.

The major policy papers presented at the conference are now available as follows:

- *Women as Workers*, by Nancy Barrett—$4.50
- *Status of American Women*, by Mary Keyserling—$2.00
- *Status of American Women of Color*, by Julianne Malveaux—$4.50
- *Women and the Family*, by Laura Lein—$3.00
- *Women and the Tax Code*, by Ruth Ruttenberg and Amy McCarthy—$5.00

All five papers are available for $16.50. For more information or to order the papers, contact The Women's Research and Education Institute, 204 Fourth St., SE, Washington, DC 20003.

LWV Looks at Women's Poverty

Meeting the Employment Needs of Women: A Path Out of Poverty?, a new publication from the League of Women Voters Education Fund, takes a close look at the status of women in the labor market. It pinpoints the major reasons for women's poverty, surveys the current employment status of women in the U.S. today, and examines the linkages between the two. Key issues discussed in the publication include policy options for combatting employment discrimination, grappling with child care needs, and making job training and education programs work for women.

The 6-page booklet, written by Nancy Reder, Deborah Arrindell and Marsha Middleton, is available for 85¢ (60¢ for members) from the League of Women Voters, 1730 M St., NW, Washington, DC 20036. Bulk rates are available.

WOMEN'S STUDIES

Integrating Research on Women: Update

The *Selected Bibliography for Integrating Research on Women's Experience in the Liberal Arts Curriculum* (See *On Campus With Women*, Spring 1984, p. 11) has been expanded and the second edition is now available. It identifies materials for classroom assignments and teacher preparation in 17 fields, including art and architecture, biology, classics, economics, government, history, literature, music, philosophy, psychology and education, religion, science, sociology, theatre and the Third World. The bibliography is designed to enable college teachers to understand the significance of research on women and to incor-

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porate these insights in every class they teach, whether a woman-focused or an integrated course. Each entry has been recommended by teachers who have used it successfully to present a balanced view of human experience, with attention to sex, race, class, and culture, in courses in the liberal arts. Copies of the bibliography, compiled by Marilyn Schuster and Susan Van Dyne, are $5.00 from Susan Van Dyne, Associate Professor of English, Smith College, Northampton, MA 01063.

Jewish Women's Studies

A first edition of 15 Jewish women's studies syllabi and bibliographies for use in universities and elsewhere has been compiled in *The Jewish Women's Studies Guide*. The purpose of the collection is to remedy the omission of Jewish women's studies in several fields—history, theology, sociology, psychology, literature and Jewish studies. The editors, Ellen Sue Levi Elwell and Edward Levenson hope to spur the creation of courses on Jewish women and the integration of the study of women into the Jewish studies curriculum. The 108-page book is available for $6.95 plus postage from Biblio Press, P.O. Box 22, Fresh Meadows, NY 11365.

Biblio Press, publishers of *The Jewish Women's Studies Guide*, is a small press devoted to books that "shed light on the Jewish woman." Among its titles are:

- *The Jewish Woman: 1900-1980 Bibliography*, compiled and annotated by Aviva Cantor, et al., Second Edition, 1982, $5.85.
- *Jewish Women and Jewish Law Bibliography*, compiled and annotated by Ora Hamelsdorf and Sandra Adelsberg, 1981, $3.50.
- *Written Out of History: Our Jewish Foremothers*, by Sondra Henry and Emily Taitz, Second Edition, 1983, $8.50.
- *Daughters of Chutzpah, Humorous Verse on the Jewish Woman*, by Mollee Kruger, 1983, $6.50.
- *Jews and the Cults: Bibliography/Guide*, compiled and annotated by Jack Nusan Porter, 1981, $3.95.

For more information on these books and a complete list of titles and ordering information, send a stamped self-addressed envelope to Biblio Press at the address above.

WSQ Focus on Teaching

The "new" *Women's Studies Quarterly* has instituted a focus on teaching for two of their issues every year. Themes in 1984 including teaching about peace, war, and women; and teaching about sex, sexuality and reproduction. Future issues will focus on teaching about art; teaching about health; teaching about science and technology; and teaching about the future. Since 1984, all issues have included *Women's Studies International*.

In addition, the quarterly features annual updates of more than 450 women's studies programs; more than 50 projects to include the new scholarship on women in the curriculum; and the 40-member Centers for Research on Women of the National Council for Research on Women.

The periodical profiles international centers for research on women, gives notices of upcoming meetings; announces grants, fellowships, calls for papers; lists job openings; and reviews new books and films. Subscriptions are $18 per year for individuals; $25 per year for institutions. For more information, write: *Women's Studies Quarterly*, Box 334, Old Westbury, NY 11568.

Celebrations Gearing Up for National Women's History Week

National Women's History Week will be celebrated March 3-9, 1985 and includes International Women's Day on March 8. The Week originated eight years ago to inspire classroom teachers and community organizers to explore the contributions of women in U.S. history, and has become a regular feature on school, workplace and community calendars. Many cities and several states have declared March to be National Women's History Month.

A *Resource Catalog* for 1984/85 is published by the National Women's History Project to help those organizing activities for the week. The 48-page catalog describes the community organizing guide, curriculum guide and celebration kit for 1985 and contains information on how to obtain books, posters, buttons, etc. It also includes information on a range of curriculum guides and materials for children and adults; books with teaching guides; biographies for young readers; references; plays; records; audio cassettes and more.

To receive a free copy of the catalog or for more information on National Women's History Week, contact National Women's History Project, Box 3716, Santa Rosa, CA 95402.

Finding Information on Women's Studies in New York City

The New York City Commission on the Status of Women publishes a *Guide to Women's Studies*. The 80-page book lists 55 schools, colleges and community centers in or near New York City which offer over 380 courses or programs. Types of courses described include women's history, self-help resources, women in the arts, and women in the Third World. The *Guide* also provides financial aid information. The *Guide to Women's Studies* could serve as a useful model to those wishing to compile a local or regional directory of women's studies programs. Copies of the *Guide* are available for $1.50 (prepaid) from CSW Fund, Inc., 52 Chambers St., Suite 207, New York, NY 10007.

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National Association of Independent Colleges and Universities (NAICU)

Prices and availability of resources are current at time of publication.

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Model Approaches to the Integration of Scholarship on Women

Feminist Visions: Toward a Transformation of the Liberal Arts Curriculum is a collection of essays describing new approaches and new questions being addressed by scholars/teachers in women's studies and disciplines in the liberal arts. These approaches and questions can be used as models to incorporate the new scholarship on women into the liberal arts curriculum. Although some of the essays are applicable in beginning women's studies courses, the collection is designed primarily to provide substantive research for those who are beginning or are continuing in their own disciplines to integrate the new scholarship into their courses and curricula.

The essays in the book were selected from a conference, "A Fabric of Our Own Making": Southern Scholars on Women, held in March 1981 at GEORGIA STATE UNIVERSITY. The conference was part of a larger project entitled "A Model for Gender-Balancing the General Curriculum in Higher Education," which was funded by the Women's Educational Equity Act Program. *Feminist Visions*, edited by Diane L. Fowlkes and Charlotte S. McClure is available for $22.50 from the University of Alabama Press, P.O. Box 2877, University, AL 35486.

Prize Offered for Scholarship on Women

The 1985 competition for the Hamilton Prize at the UNIVERSITY OF MICHIGAN is now open. The prize of $1,000 for the best original, scholarly, book-length manuscript on women, is offered annually to encourage serious and significant feminist scholarship. Manuscripts submitted must be works of synthesis and/or interpretation, or monographs of broad interest. Essay collections, fiction and unrevised doctoral dissertations are not eligible. The University of Michigan Press expects to publish the winning manuscript in its series on Women and Culture. Two-page abstracts are due July 15, 1985. Competition guidelines may be obtained from Hamilton Prize Competition, 234 West Engineering, University of Michigan, Ann Arbor, MI 48109.

New from the Western States Project on Women in the Curriculum

Directory of Consultants in the West is designed to bring attention to people in the western states who have experience in assisting faculty and administrators to incorporate women's studies scholarship into the curriculum. The book, compiled by Nancy Mairs, Diane Sands and Jana Halvorson lists and summarizes the experience of 60 persons with women's studies expertise in a variety of disciplines. They are teachers, researchers, curriculum specialists, program administrators and activists. Scholars with expertise on integrating scholarship by women of color are included.

The *Directory* is a draft of an expanded version to be published at the conclusion of the second year of the Western States Project in September 1985. Consultants who would like to be included in the update should contact Nancy Mairs, Assistant Director, Western States Project on Women in the Curriculum, SIROW/Women's Studies, University of Arizona, Tucson, AZ 85721, before June 30, 1985. Copies of the current edition are $3.00 from the Western States Project at the address above.

Funds Available for Study of Gender Roles

1985 is the second year of the Rockefeller Foundation's Program to Explore Long-Term Implications of Changing Gender Roles, a grant program for projects that improve understanding and recognition of gender role changes in work and family patterns. The program supports research projects which explore the social, psychological, political and/or economic effects associated with the rapidly changing status of women. Projects may examine factors underlying these changes or analyze ways in which policy may respond to these changes.

Typical awards range from $15,000 to $30,000. Applicants who have completed their professional training may apply regardless of discipline or nationality, and need not have an academic or institutional affiliation. Awards cannot be made for the completion of degree training, for curricular projects, the writing of fiction, or for projects offering direct services to individuals.

Deadlines for submission of proposals are March 15 and September 15, 1985. Inquiries and applications should be addressed to Gender Roles Program, The Rockefeller Foundation, 1133 Avenue of the Americas, New York, NY 10036.

RESOURCES

The Yellow Pages of Women's Organizations

The second edition of *A Woman's Yellow Book* has recently been published by the Federation of Organizations for Professional Women (FOPW). This national directory describes over 450 organizations concerned with women's issues, and includes an address and telephone number, key personnel, constituency, publications and other services provided. Organizations are also indexed by interest area. Copies of *A Woman's Yellow Book* are available, prepaid only, for $10.00 to individuals and nonprofit associations and $12.00 to schools, libraries and businesses from FOPW, 1825 Connecticut Ave., NW, Suite 403, Washington, DC 20009.

Library Services to Women

Women As An Underserved Population is a slide/tape program to help librarians recognize and overcome stereotypes and barriers to providing effective library services to women. The 17-minute presentation identifies information and service needs of women from various walks of life and demonstrates simple, inexpensive ways of meeting those needs. The 110 slides, audiocassette and a transcript can be purchased for $50.00, or rented for two weeks at $15.00 plus postage. For more information write to the Committee on the Status of Women in Librarianship, American Library Association, 50 E. Huron St., Chicago, IL 60611.

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